



# South Carolina Department of Education

Together, we can.

---

---

## **Enhancing Education Through Technology (E2T2) Competitive Grant - Round 8**

Discretionary Subgrant

### **Request for Proposals (RFP)**

### **Application Package**

Deadline for Intent to Apply:

4:30 p.m., January 23, 2009

Deadline for Receipt of Applications:

4:30 p.m., February 27, 2009

Jim Rex  
State Superintendent of Education

Contact Information:  
Dee Appleby  
Director  
Office of eLearning  
South Carolina Department of Education  
3710 Landmark Drive, Suite 301  
Columbia, South Carolina 29204  
dappleby@ed.sc.gov  
803-734-7169

## TABLE OF CONTENTS

<b>PART I: GENERAL INFORMATION .....</b>	<b>2</b>
A. Introduction/Background.....	2
B. Definitions of Terms Used.....	3
C. Eligible Applicants .....	4
D. Estimated Available Funds.....	5
E. Estimated Number, Range, and Average Size .....	5
F. Grant Funding Period .....	6
G. Requirements .....	6
H. Authorized Activities .....	7
I. Unauthorized Activities .....	8
J. Supplement, Not Supplant.....	8
K. Technical Assistance Session for Applicants .....	8
L. Required Monitoring and Reporting .....	8
M. Required Notification of Intent to Apply .....	9
N. Review and Selection Process .....	9
O. Appeals Process .....	10
P. Timeline of Grant Process.....	10
Q. Competitive Priorities.....	10
R. Selection Criteria.....	11
S. Deadline and Submission Procedures .....	11
 <b>PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS.....</b>	 <b>12</b>
A. Application Overview .....	12
B. Application Narrative Format .....	12
C. Program Summary/Abstract .....	13
D. Press Release .....	13
E. Applicant Narrative Content.....	13
1. Statement of Need .....	13
2. Project Design .....	13
3. Management and Sustainability.....	16
4. Evaluation and Dissemination .....	16
F. Application Budget .....	17
G. Required Forms and Attachments.....	18
1. Inclusion of Private Schools .....	18
2. Assurances.....	19
3. Terms and Conditions .....	19
4. Compliance with General Education Provisions Act.....	19
 ASSURANCES .....	 23
TERMS AND CONDITIONS .....	24
GEPA: NOTICE TO ALL APPLICANTS .....	26
INCLUSION OF PRIVATE SCHOOLS.....	27
SAMPLE TIMELINE TEMPLATE.....	28
BUDGET FORM.....	29

## **PART I: GENERAL INFORMATION**

### **A. Introduction/Background**

The Enhancing Education Through Technology (E2T2) Program was reauthorized as a part of the No Child Left Behind (NCLB) Act of 2001, Public Law, 107-110, Title II, Part D, Section 2401. Under this federal program, the South Carolina Department of Education (SCDE) awards competitive subgrants to eligible school districts and school district partnerships. The purpose of the federal E2T2 grant and the SCDE's subgrants is to improve student academic achievement through the effective integration of technology in schools. The following three goals are cited in the guidelines accompanying the documentation of Title II, Part D, Section 2402:

1. Improve student achievement through the use of technology
2. Assist every student to become technologically literate by the end of the eighth grade
3. Encourage the effective integration of technology into the curricula to facilitate goals one and two

In previous competitive cycles (Round 6 and Round 7), the SCDE has used funding to implement student laptop computer programs and staff professional development initiatives through full-time technology coaches. For Round 6 (FY08) - The Student Technology and Educational Proficiency (STEP) program awarded one-year funding to train students to become technology literate and to improve academic achievement. To facilitate student achievement and technological literacy, students used laptop computers on a daily basis and certified staff worked closely with full-time technology coaches to integrate technology into the learning environment. Employing a full-time technology coach is a proven method for successfully providing ongoing, high quality professional development at the local level. For Round 7 (FY09; Cycle in progress), awards funded an additional year of the STEP program and instituted additional student laptop programs in other districts.

For this competitive cycle (Round 8), applicants and grantees must have a full-time technology coach regardless if grant funds will be used to fund the position. Applicants and grantees will have the flexibility to propose what technologies will be integrated. While several districts have successfully implemented student laptop programs, applicants have the option of addressing the grant's strategies with alternative research-based methods. E2T2 funds may be used to pay for the salary or services of a new technology coach (but may not be used to supplant an existing one). At least 25% of E2T2 funds received must be spent toward professional development. Any E2T2 funds used to support the salary of a technology coach is considered professional development spending.

## **B. Definitions of Terms Used**

Capital Outlay: For equipment purchases (items with a per unit value of at least \$5,000), each applicant must develop specifications to meet the needs of South Carolina students and certified staff and conform to the state's bidding requirements and vendor list. The specifications are partly created from the expressed needs of the certified staff in districts and partnerships. Specifications must be reasonable in cost.

South Carolina ePortfolio Management System: The SCDE's web-based technology proficiency assessment system. ePortfolio is provided at no cost to school districts and will provide necessary components for the assessment of the project. All funded applicants—particularly targeted staff and students—must participate in the ePortfolio system. For example, the pre-assessment must be used to develop and implement individualized learning plans for each student. Project-based portfolio assessments must be used during the school year to monitor student progress toward technology literacy and academic achievement. Certified staff will participate in portfolio assessments via recommended professional development to attain technology proficiency.

South Carolina Virtual School Program (SCVSP): AP, Honors, Initial Credit, and Credit Recovery online courses are available at no charge to any student enrolled in a public, private, or home school. The school of participating students must have submitted a sponsor form to receive an administrative account required to approve their students for courses. Targeted schools of subgrantees are required to submit a sponsor form and provide students with guidance and guardian approval the opportunity to participate. The SCVSP homepage can be accessed by clicking the "student" tab at [elearning.ed.sc.gov](http://elearning.ed.sc.gov).

Technology Coach: A certified teacher with a high level of technology expertise related to teaching and learning who:

- Attains mentor status (level 4 in ePortfolio) prior to working with certified staff
- Is responsible for assessing certified staff via ePortfolio
- Designs/implements staff development for certified staff to attain technology proficiency (level 3 in ePortfolio) before technology is integrated into classroom.
- If awarded, district submits a Memorandum of Agreement to the SCDE before the start of the school year. (MOA is located at <http://ed.sc.gov/agency/offices/tech/edtechgrant/documents/TechnologyCoachApplicationFormfor2008.doc>)
- Guidelines, including qualifications and expectations are located at <http://ed.sc.gov/agency/offices/tech/edtechgrant/documents/technologycoachguidelines2008.doc>

Technology Proficient: Having achieved a level III classification on the SC ePortfolio Management System or its equivalent.

### C. Eligible Applicants

Applicants will be accepted from individual school districts (see Table 1) and from partnerships. Regardless of the partner, the fiscal agent must be a school district from Table 1. The SCDE strongly recommends that no more than one eligible school district from Table 1 be included in a partnership application.

#### Districts Eligible to Apply as Individual Applicants (Table 1)

Districts eligible to apply as individual applicants for the 2009–010 E2T2 subgrants must have the need for the technology and a poverty percentage of 20.24 or higher, as defined by the United States Office of Management and Budget. The following districts meet the eligibility criteria for individual applicants.

**Table 1: Districts Eligible to Apply as Individual Applicants**

Allendale	Dorchester 4	Marion 1
Bamberg 1	Fairfield	Marion 2
Bamberg 2	Florence 2	Marion 7
Barnwell 19	Florence 3	Marlboro
Barnwell 29	Florence 4	McCormick
Chester	Florence 5	Newberry
Chesterfield	Georgetown	Orangeburg 3
Clarendon 1	Hampton 1	Orangeburg 4
Clarendon 2	Hampton 2	Orangeburg 5
Clarendon 3	Horry	Richland 1
Colleton	Jasper	Spartanburg 7
Darlington	Laurens 56	Sumter 2
Dillon 1	Lee	Sumter 17
Dillon 2	Lexington 2	Williamsburg
Dillon 3	Lexington 4	

#### 2. An eligible partnership applicant includes at least one eligible LEA (from Table 1) and at least one of the following:

1. An LEA (Table 2) that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
2. An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that act.
3. A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.

4. A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

A partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

#### Districts Eligible to Participate in Partnership Applications (Table 2)

Districts listed in Table 2 below are eligible to apply only in a partnership with a district that is listed in Table 1 above. In all cases, a Table 1 district must be the fiscal agent.

**Table 2: Districts Eligible to Apply ONLY as Partner Districts**

Abbeville	Edgefield	Richland 2
Aiken	Florence 1	Saluda
Anderson 1	Greenville	Spartanburg 1
Anderson 2	Greenwood 50	Spartanburg 2
Anderson 3	Greenwood 51	Spartanburg 3
Anderson 4	Greenwood 52	Spartanburg 4
Anderson 5	Kershaw	Spartanburg 5
Barnwell 45	Lancaster	Spartanburg 6
Beaufort	Laurens 55	Union
Berkeley	Lexington 1	York 1
Calhoun	Lexington 3	York 2
Charleston	Lexington 5	York 3
Cherokee	Oconee	York 4
Dorchester 2	Pickens	

#### **D. Estimated Available Funds**

\$1.9 million is the estimated amount available for distribution under the Competitive grant for Round 8. Districts receiving E2T2 Competitive and Formula awards are encouraged to combine these monies; however, there is no requirement to combine funding.

#### **E. Funding Limits, Ranges, and Number of Awards**

Individual applicants OR partnership applicants that do not include at least one LEA from Table 2 may apply for grant funds ranging from \$50,000 to \$150,000, depending on the scope of services and activities and the number of teachers and students to be served.

A partnership, in which the Table 1 district applicant includes at least one LEA from Table 2, may apply for grant funds ranging from \$50,000 to \$200,000.

The SCDE anticipates awarding approximately 16 grants. Awards will be made based on the recommendations of the grant review committee. Grant awards may not be made in all funding levels.

#### **F. Grant Funding Period**

The funding period will be June 1, 2009, through June 30, 2010. All funds must be expended or obligated by May 31, 2010.

#### **G. Requirements**

According to the No Child Left Behind Act (NCLB) of 2001, Public Law, 107-110, Title II, Part D, Section 2401, provisions have been established for the Enhancing Education Through Technology (E2T2) Program to

1. Provide funds to assist school districts with the highest levels of student poverty and the greatest need for technology. In South Carolina, qualifying districts must have at least a 20.24 percentage of poverty based on free and reduced price lunch data to be eligible. To check data, please link to <http://ed.sc.gov/topics/researchandstats/reports/tech/erate/2008/default.cfm>.
2. Formally invite Non-public (private) schools to participate in the grant program in partnership with the qualifying public school. Only private schools with 20.24% or more students in poverty are eligible to participate in grant activities and only the students in poverty at those schools may be served. Districts need to target their specific audience when contacting private schools. For example, for a project serving middle school students, a district would not need to contact private schools serving the elementary or high school levels. Every applicant must contact private schools to inform them about this subgrant opportunity. All applicants must complete and submit the Inclusion of Private Schools Form, with signatures indicating private schools were contacted. A certified mail receipt will suffice if a signature cannot be obtained. Applicants have the right to ask the schools to perform surveys of income levels to determine the number of students in poverty.

Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this application package.

A minimum of 25% of the grant funds received must be spent on staff development or teacher training to use technology effectively to enhance learning, which includes salary and benefits to support or to hire a full-time technology coach (if the coach is not currently paid for from district or school resources).

The SCDE requires that a full-time technology coach must be included in proposed program and serve a pivotal role in the proposed strategies and activities.

A district's subgrant application must include the job description and required qualifications for the coach.

Proposed activities must directly address the following three federal purposes for E2T2:

1. Improve student achievement through the use of technology
2. Assist every student to become technologically literate by the end of the eighth grade
3. Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented to facilitate goals one and two.

To attain these purposes, the applicant must use grant funds to address each of the following five focus areas:

- Ensure increased access to technology for all teachers and students
- Provide ongoing, sustained professional development for teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center
- Improve achievement, especially technology literacy, of students
- Using research-based methods to integrate technology with curricula and instruction
- Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used.

Funds may support the acquisition of equipment, materials, personnel, and training or staff development related to the goals and objectives of the proposed program. The control of funds and the title to any equipment bought with these funds must remain with the school district.

Software must be installed on any applicable machines to prevent students from accessing inappropriate Internet sites. Applicants must complete and submit the Ed Tech CIPA Assurance Form included at the end of this RFP.

## **H. Authorized Activities**

Authorized Activities include

- support of continuing, sustained professional development programs and public-private partnerships
- use of new or existing technologies to improve academic achievement
- acquisition of curricula that integrate technology and are designed to meet challenging state academic standards
- use of technology to increase parent involvement in schools
- use of technology to collect, manage, and analyze data to enhance teaching and school improvement.



## **I. Unauthorized Activities**

E2T2 funds cannot be used to

- support connectivity such as the conduit or pipeline for communications using telecommunications services and/or the Internet;
- supplement other e-Rate expenditures including telecommunications services, Internet access, internal connections, and basic maintenance of internal connections;
- Focus student and staff development outside of the K-8 realm.

## **J. Supplement, Not Supplant**

Funds from this program must be used to supplement, not supplant, the level of services currently available for public and participating private school students and educational personnel. If a full-time technology coach is currently being paid (salary or benefits) from district or school resources, those resources cannot be supplanted by grant funds.

## **K. Technical Assistance Session for Applicants**

A technical assistance session will be held January 16, 2009, for representatives from eligible school districts and partner school districts. Participation in the technical assistance session is not required. The session will be held via web-conferencing software, *Elluminate*. Additional information for attending the session will be provided after receipt of the Intent to Apply. A recording of the session will be made available at <http://ed.sc.gov/agency/offices/tech/edtechgrant/index.html>.

## **L. Required Monitoring and Reporting**

Subgrantees are subject to a site visit and will be notified at least two weeks before the visit. Site visits may include tours of participating schools, interviews of program participants, and compilation of data to support grant implementation.

All subgrantees are strongly encouraged to keep video and/or pictorial progress of program implementation.

Quarterly and final status/financial reports must be submitted throughout the grant cycle. Failure to submit reports will delay or decrease funding to subgrantees and eliminate subgrantees from future funding cycles.

Reports must include a record of receipts and expenditures aligned with the approved project budget and timeline. The status report must include progress made toward achieving proposed goals, objectives, activities, and benchmarks. All budget amendments must be included.

The Final Evaluation must:

1. Describe in detail the progress toward reaching project goals. Attach all required data such as test scores, survey percentages, work samples, etc., to your report. Clearly explain and properly cite any supporting data included in the report.
2. Compare proposed and actual timelines, goals, and projected outcomes and explain differences.
3. Identify lessons learned from the activities and discuss any changes that were made and why.
4. If the project involved collaboration with other organizations, describe how these relationships helped or hindered progress toward addressing needs and outcomes identified.
5. Describe any unexpected outcomes.
6. Describe what you would do differently if you had the chance.
7. Describe your post-grant plans for this project. Describe how it will be financed.

Due dates for status and final reports:

- September 30, 2009 (1<sup>st</sup> Quarter)
- December 30, 2009 (2<sup>nd</sup> Quarter)
- March 30, 2010 (3<sup>rd</sup> Quarter)
- June 30, 2010 (4<sup>th</sup> Quarter and Final Evaluation)

#### **M. Required Notification of Intent to Apply**

All applicants intending to submit an application must notify the SCDE with an Intent to Apply no later than 4:30 p.m., January 23, 2009. To submit an Intent to Apply, e-mail David Nelson at [dnelson@ed.sc.gov](mailto:dnelson@ed.sc.gov) and include

- name of the Table 1 applicant district serving as the fiscal agent
- contact name, phone number, and e-mail address
- any partnering organizations involved in the application.

#### **N. Review and Selection Process**

The E2T2 Program Officer will review applications for completeness and compliance with these guidelines. Only complete, compliant applications will be forwarded to the reviewers for funding consideration.

The application review committee consists of experienced out-of-state K-12 certified staff with backgrounds in the application of technology to enhance learning. Three members of the committee will score each application independently using the Scoring Rubric contained in this RFP. If there is a discrepancy in reviewer scores of 20 or more points for the same application, the variant score will be eliminated and the application will be read by an additional reader. Competitive Priority Points will be awarded after the individual scoring occurs. The scores will be totaled, and the applications will be rank ordered. Grants will be awarded based on the rank order until funding is exhausted.

According to federal Guidance for the E2T2 program, the SCDE will take measures to ensure that awards are equitably distributed, ensuring that rural and urban areas and all regions of the state are represented in the subgrantees.

Notifications of award status will be made March 30, 2009. Score sheets and comments will be made available to applicants after notification of awards.

#### **O. Appeals Process**

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. Unfunded applicants have five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

#### **P. Timeline of Grant Process**

<b>Date</b>	<b>Activity/Action</b>
January 16, 2009	Technical assistance session conducted statewide
January 23, 2008	Intent to apply due to SCDE
February 27, 2009	Deadline for receipt of application
March 30, 2009	Notice of awards sent to schools
July 1, 2009	Grant program begins
September 30, 2009	Quarterly status and financial reports due to SCDE
December 30, 2009	Quarterly status and financial reports due to SCDE
March 30, 2010	Quarterly status and financial reports due to SCDE
May 31, 2010	Deadline for subgrantees to encumber grant funds
June 30, 2010	Grant cycle completed
June 30, 2010	Final evaluation and financial reports due to SCDE

#### **Q. Competitive Priorities**

Applicants may earn up to an additional 10 points based on the extent of their proposed partnership(s).

Table 1 applicants may form partnerships with

- local community organizations;
- business and industry entities;
- higher education institutions;
- libraries; and/or
- any other private and public for-profit or nonprofit entities with technology expertise

- LEA(s) listed in Table 2 (in all cases Table 1 LEAs must be the grant applicant and fiscal agent)

Applicants must detail in the narrative how they will provide consultation, staff development, instruction, access, and/or resources that support the unique needs and vision of the school program as specified in the grant proposal. This explanation should include how, through the primary leadership of the eligible school district, all entities will benefit from the joint effort. Points will be awarded after the individual scoring process occurs.

## **R. Selection Criteria**

<b>Narrative Sections</b>	<b>Points Available</b>
Statement of Need	20
Project Description	50
Management and Sustainability	15
Evaluation and Dissemination	15
<b>SUBTOTAL</b>	<b>100</b>
Competitive Priority Points	10
<b>TOTAL</b>	<b>110</b>

## **S. Deadline and Submission Procedures**

1. The Intent to Apply must be received no later than 4:30 p.m., January 23, 2009 by David Nelson at [dnelson@ed.sc.gov](mailto:dnelson@ed.sc.gov).
2. Only applications that adhere to all guidelines and directions will be deemed completed and scored.
3. Grants that are plagiarized from the Internet, other grants, or resources will not be considered for funding.
4. Applications that are faxed will not be accepted.
5. Applications must be received no later than 4:30 p.m., Friday, February 27, 2009. Applications received after the deadline will not be considered.
6. Applications must be submitted electronically as one PDF attachment to [dnelson@ed.sc.gov](mailto:dnelson@ed.sc.gov). This file must contain all required elements of a complete application (see Application Overview on the next page). In addition, the Cover Page, Assurances, and Terms and Conditions documents must contain the authorized official's signature. Without signatures on the appropriate forms, an application will be deemed incomplete and will not be reviewed.
7. Upon notification of awards and as a condition for release of funds, awarded districts must submit all original signature documents (signed with blue ink) to David Nelson at the address listed on the cover of this RFP.

## **PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS**

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

### **A. Application Overview**

- ☐ Cover Page
- ☐ Table of Contents (including page number for each item)
- ☐ Executive Summary
- ☐ Press Release
- ☐ Proposal Narrative
  - Statement of Need
  - Project Design
  - Management and Sustainability
  - Evaluation and Dissemination
- ☐ Budget
  - Budget Form
  - Budget Narrative
- ☐ Forms
  - Inclusion of Private Schools
  - Assurances
  - Terms and Conditions
  - GEPA Statement of Compliance
  - Ed Tech CIPA Assurance Form
- ☐ Appendices
  - Timeline of Activities
  - Resumes or Vitae of Key Project Personnel
  - Sample Security Policies, Forms, and Assurances
  - Equipment Care Policies and Procedures
  - Letters of Commitment (for partnership applications)

### **B. Application Narrative Format**

Length of Narrative:	Maximum of 15 pages
Required Font/Size:	Arial/Size 11 or 12
Margins:	1" on all sides
Page Numbers:	bottom right
Spacing:	Double spaced. Charts and tables may be singled spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

### **C. Program Summary/Abstract**

In one, double-spaced page (with 1" margins on all sides), concisely describe the applicant's agency and the organization's mission, the name and category of any project partners, the target population to be served with this grant, the documented need for the program as revealed by the organization's needs assessment, the goals and objectives of the program/project, and the amount of funding requested.

### **D. Press Release**

Please have the district's or applicant agency's public information officer provide an abstract of this proposal that can be used in a press release from the SCDE. This release should be provided on a separate page, clearly identify the applicant and any partners, and contain no more than five sentences. This release will be used if the application is funded.

### **E. Applicant Narrative Content**

#### 1. Statement of Need (Maximum of 20 points)

This section presents the needs of your students and staff for technology, access to technology, academic achievement, and professional development. In addition, discuss how technology affects communications with and involvement of parents.

To make a convincing case that you need the program or project, you should conduct a needs assessment to study the situation and use a variety of reliable resources to document the existing need.

This section should be clear, factual, and compelling as you state the problems, who is affected, what caused the problems, what will happen if the problems are not solved, and discuss other programs that have tried to address the problems but have left gaps. Does the program that you have designed address those gaps and meet the need you have identified? Does this program also address the need for parental technology literacy? Describe how your program will positively impact factors such as increased student achievement and teacher proficiency in accordance with Ed Tech legislation.

#### 2. Project Design (Maximum of 50 points)

The applicant's goals, objectives, and activities must align with the three federal purposes of the E2T2 program and with the five federal focus areas.

### Purposes

1. Improve student achievement through the use of technology
2. Assist every student to become technologically literate by the end of the eighth grade
3. Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented to facilitate goals one and two.

### Federal Focus Areas:

- Ensuring increased access to technology for all teachers and students
- Providing ongoing, sustained professional development for teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center
- Improving student achievement, especially technology literacy
- Using research-based methods to integrate technology with curricula and instruction
- Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used. 1

Applicants must have clear, explicit goals and objectives. Goals and objectives should address the needs identified in the previous section as well as connect to the federal purposes and focus areas as well as the applicant's proposes strategies and activities. Objectives must be specific, measurable, achievable, relevant, and time-specific.

### *Strategies and Activities*

In their strategies and activities subsection of the Project Design, each applicant must address items 1–5 below.

1. Ensure increased access to technology (computers and internet connectivity) for all teachers and students

In this section, describe what the district will do to ensure appropriate availability of computers and connectivity in the targeted school(s) and classrooms to accomplish the goals of the project. Describe the steps to be taken to ensure that targeted students and teachers in the targeted school(s) have increased access to educational technology.

2. Provide ongoing, sustained professional development for certified teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center

In this section, identify a comprehensive professional development program in which the Technology Coach will support the project and enable certified staff to use technology effectively in the classroom. Include a list of any

other entities that will be involved in providing ongoing, high quality professional development. Describe how professional development initiatives will be used and to what extent.

*Note: a recipient must not use less than 25% of E2T2 funds to provide ongoing, high-quality professional development that is based on relevant research. E2T2 funds spent toward the salary of a Technology Coach are considered monies spent toward professional development.*

### 3. Improving achievement, especially technology literacy, of students

In this section, describe the actions (e.g. teaching practices, available materials, instructional strategies, curricula materials, etc.) that will be implemented to increase student achievement and technology literacy through the effective use of technology.

*Note: If the grant proposal is targeting a middle school(s), that school must obtain a sponsorship account with the SC Virtual School Program (SCVSP). Several online courses are available for middle school and high school students. Students with guidance and guardian approval should be given the opportunity to participate in SCVSP online courses.*

### 4. Using research-based methods to integrate technology effectively with curricula and instruction

In this section, describe how the applicant will identify and promote curricula and teaching strategies that effectively integrate technology into instruction (including software and other electronically delivered learning materials). As previously mentioned, applicants must agree to use a full-time Technology Coach, as defined by the SCDE, to serve as an expert and train other certified staff in the effective integration of technology in the curricula.

### 5. Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used.

In this section, explain how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents. Describe how parents will be informed of the technology being applied in their child's education. Applicants may explore ways in which technology can expand efforts to connect schools and certified staff with parents and students to promote meaningful parental involvement and foster increased communication about curricula, assignments and assessments.

### *Timeline of Activities*

A sample Timeline of Activities is included in this application package. The Timeline does not count in the narrative proposal page limit and should be included as an appendix. The timeline must describe when each program activity begins and



ends, how each activity relates to a particular objective, the evidence of proof or data to be collected for each activity, and who is responsible for overseeing the activity.

### 3. Management and Sustainability (Maximum of 15 points)

In this section, the application must describe its ability to carry out the project with regard to personnel, facilities, and materials. Identify the Project Manager, include a job description for the manager, and attach a resume or vitae for each key staff member (limited to two pages each) as an appendix. If there are additional key project staff, please explain their job descriptions and credentials to participate in the project.

Explain security and supervision for equipment. Software must be installed on any applicable machines to prevent students from accessing inappropriate Internet sites. Applicants must complete and submit the Ed Tech CIPA Assurance Form that addresses security. To support this explanation, applicants must include as attachments:

- Policies governing the use of technologies by students in and outside the school must be included as an appendix.
- A sample or explanation of the assurance forms to be signed by parents and students related to use of equipment.
- Policies related to student and parent care of any equipment that is checked out.

In addition, the applicant must identify and explain any experience with providing the proposed services **or** the promise of success the applicant demonstrates in providing these services. Identify any factors or circumstances (positive and/or negative) within the local environment that may affect progress toward achieving project goals and explain how these factors will be addressed. A detailed description of the federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources is included. (Enhancing Education Through Technology Formula Funds, Title I funds, Title IV funds, SC Lottery funds, county or city funds are examples of programs that are appropriate to mention in this section.)

The sustainability section must address what the applicant district(s) will do to ensure that the project will maintain its activities beyond the grant cycle. If the subgrant includes partnerships, then this section must state the ability of each partner to work to sustain the project beyond this funding period. Applicants may not charge fees as a means of sustainability.

### 4. Evaluation and Dissemination (Maximum of 15 Points)

The evaluation section must describe the plan to evaluate the program's outcomes and proves, using scientific methods, if and how well the project worked.

It must include the collection of data that directly correlates how the technology literacy of students impacts their gains in test scores in the selected academic area identified in this grant.

All subgrantees will be required to participate in the South Carolina ePortfolio Management System that assesses technology proficiency of certified staff and students. ePortfolio is provided at no cost to school districts and will provide necessary components for the assessment of the project. Student technology proficiency will be measured via project-based assessments in ePortfolio. Correlation of state assessment scores with technology proficiency of students will be conducted by the SCDE at no cost to the grant recipients. All records from the district or consortium must be made available to the SCDE.

All subgrantees are strongly encouraged to keep video and/or pictorial progress of program implementation. This should be made readily available to the SCDE upon request. The SCDE also encourages grantees to report any significant accomplishments as they occur.

The dissemination section describes how the applicant will spread the word about its project to contribute to knowledge in this field and/or become a model for others to use.

## **F. Application Budget**

### Budget Form

The Budget Form included in this application package should be used to provide an accurate total budget for the amount requested. The use of all budget categories is not required. Totals on the budget form should equal the budget narrative totals.

### Budget Narrative

The Budget Narrative is reflective of the Budget Form. Provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. Include all formulas used to calculate the cost for each line item. The Budget Narrative may be in spreadsheet format.

#### **100 Personnel (Salaries)**

Salaries for substitute teachers to support this subgrant by providing time for teacher training may be included. Stipends and salaries are allowable to fill the role of school technology leaders, including the Technology Coach if the district is not already funding this salary.

## 200 Employee Benefits

Employee benefits for substitute teachers used to provide time for teacher training may be included in this application. Examples include FICA, insurance, etc.

## 300 Purchased Services

Itemize expenses such as travel, telephone, registration fees, and contract services. Expenses associated with attending conferences must be justified in the project. This category also includes those services that must be performed by consultants with specialized knowledge, skills, or abilities. These consultant services may include travel, meals, lodging, honoraria/consultant fees, materials, and related expenses.

## 400 Supplies and Materials

Expenditures in this category may include software, books, binders, printing costs, paper, manuals, training supplies, etc. (threshold: \$5,000 per item)

## 500 Capital Outlay

List and itemize the cost of each piece of equipment. Allowable costs include computer workstations, file servers, connectivity hardware, peripherals, etc. All equipment acquired under this subgrant shall be the property of the school district and comply with technology guidelines and standards as defined in the school, district, and/or state technology plans.

# **G. Required Forms and Attachments**

## 1. Inclusion of Private Schools

The form included in this application package must be completed and signed in blue ink and included in the submitted application.

The Office of Management and Budget Circular A-133 Compliance Supplement, Cross Cutting Section, page 4-84.000-20 states: An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

The form in this RFP asks for the assurance that a consultation with the participating private school officials includes all of the following requirements:

- How the needs of the children will be identified and what services will be offered.
- How, where, and by whom the services will be provided.

- How the services will be academically assessed and how the results of that assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible private school children (k–8th graders) who fall below the poverty line according to the U.S. Census Bureau), and the proportion of funds that are allocated for eligible private school children.
- The method or sources of data that are used to determine the number of children that falls below the poverty line in participating school attendance areas who attend private schools.
- How and when the agency will make decisions about the delivery of services to such children including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third party providers.
- How, if the agency disagrees with the view of the private school official on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor.

## 2. Assurances

The form included in this application package must be completed, signed, scanned, and included in the submitted application. The original documents must be signed in blue ink.

## 3. Terms and Conditions

Follow the same directions for Assurances (see above).

## 4. Compliance with General Education Provisions Act

All E2T2 applications must include statement of compliance with General Education Provisions Act (GEPA). This provision requires that each applicant describe how it will ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.


Please attach a brief statement (less than one page) explaining how the proposed grant activities will be accessible to all potential participants.

## H. Reviewer's Scoring Rubric

1: Statement of Need	Maximum Points
<p>The extent to which the application</p> <ol style="list-style-type: none"> <li>1. establishes the magnitude and scope of the needs among the student population, the instructional and administrative staff, and parents for increased access and use of technology. (4 points)</li> <li>2. describes how the proposed services will address the needs of students and the need for parental technology literacy. (4 points)</li> <li>3. explains and uses a needs assessment process and a variety of reliable resources to document the need(s). (4 points)</li> <li>4. discusses other efforts to address the need(s) and identifies gaps in those efforts. (4 points)</li> <li>5. describes how their program will increase student achievement and teacher proficiency in accordance with Ed Tech legislation. (4 points)</li> </ol>	<p>____/20</p>
2: Project Design	____/50
<ol style="list-style-type: none"> <li>1. The extent to which the project goals and objectives are specific, measurable, and achievable, relevant, and time-specific and relate to the identified needs. Objectives represent reasonable measures of success for the proposed activities. (5 points)</li> <li>2. The extent to which the goals and objectives align with the federal purposes and focus areas for E2T2. (5 points)</li> <li>3. The extent to which the Strategies and Activities align with the specific focus areas for E2T2: <ol style="list-style-type: none"> <li>a. The extent to which the application 1) describes specific steps to ensure appropriate availability of computers and connectivity in the targeted school(s) and classrooms to accomplish the goals of the project and 2) describe the steps to be taken to ensure that targeted students and teachers in the targeted school(s) have increased access to educational technology. (7 points)</li> <li>b. The extent to which the applicant identifies clear plans to provide ongoing, sustained professional development through a full-time Technology Coach for certified teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center. If applicable, the applicant provides a list of any other entities that will be involved in providing ongoing, high quality professional development. Describe how professional development initiatives will be used and to what extent. (7 points)</li> <li>c. The extent to which the applicant describes the actions (e.g., teaching practices, available materials, instructional strategies, curricula materials, etc.) that will be implemented through the effective use of technology to increase student achievement and technology literacy. If applicable, the applicant has provided verification of a sponsorship account with the SCVSP. (7 points)</li> <li>d. The extent to which the application describes how the applicant will identify and promote curricula and teaching strategies that effectively integrate technology into instruction (including software and other electronically delivered learning materials). (7 points)</li> <li>e. The extent to which the application explains how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents. Describe how parents will be informed of the technology being applied in their child's education. (7 points)</li> </ol> </li> <li>4. The extent to which the Timeline of Activities clearly documents the projected benchmarks for the project, when each program activity begins and ends, how</li> </ol>	

each activity relates to a particular objective, and who is responsible for overseeing the activity. A description of plans to provide staff, parents, and community members (including volunteers) with opportunities for training and professional development is included. The frequency and topics of training are identified. (5 points)	
<b>3: Management and Sustainability</b>	____/15
<u>Management</u> : The ability of the applicant to carry out the project with regard to personnel, facilities, and materials. In addition, the experience the applicant has with providing the proposed services <b>or</b> the promise of success the applicant demonstrates in providing these services.	
<ol style="list-style-type: none"> <li>1. A description of the applicant's ability to successfully manage and coordinate the project as described in the application. The applicant highlights success in the management of similar programs. Charts, timetables, and position descriptions for key staff are used to describe the structure of the project and the procedures for the successful management of the project. Note: Although the project director's position does not have to be full time, it is expected that the person employed will be available to commit an appropriate amount of time overseeing all aspects of the program, including the timely submission of all reports and the regular monitoring of each program site. (5 points)</li> <li>2. Local district policies on the use, security, and care of any equipment checked out and used by students, parents, and community members are included. Policies include assurance forms that provides for signature of users. (2 points)</li> <li>3. A detailed description of the federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources is included. (Enhancing Education Through Technology Formula Funds, Title I funds, Title IV funds, SC Lottery funds, county or city funds are examples of programs that are appropriate to mention in this section.) (5 points)</li> </ol>	
<u>Sustainability</u> : The appropriateness and thoroughness of the plan to continue the proposed program and activities after the end of the grant period. The plan is detailed and systematic and clearly demonstrates a commitment to securing resources necessary to replace those lost through the yearly reduction in funding from the SCDE. <i>Applicants <u>may not</u> charge fees as a means of sustainability.</i> (3 points)	
<b>4: Evaluation and Dissemination</b>	____/15
<ol style="list-style-type: none"> <li>1. The extent to which the Evaluation Plan details the evaluation objectives, data collection, and data analysis. Emphasis is placed on how technology proficiency of students will enhance academic achievement. (8 points)</li> <li>2. Dissemination plans include strategies for disseminating information to the community and the availability of target information. (7 points)</li> </ol>	
<b>Subtotal</b>	<b>____/100</b>
<b>Competitive Priorities</b>	____/ 10
<ul style="list-style-type: none"> <li>▪ The extent to which consultation, staff development, instruction, access, and/or resources will be provided that support the unique needs and vision of the grant proposal. (5 points)</li> <li>▪ Detail of how, through the primary leadership of the eligible school district, all entities will benefit from the joint effort. (5 points)</li> </ul>	
<b>Total</b>	<b>____/110</b>

Reviewer's Comments:

 <p>South Carolina Department of Education Together, we can.</p>	<p><b>Enhancing Education Through Technology Subgrant Application</b></p> <p>Application Cover Page</p>	<p>FOR SCDE USE ONLY</p> <p>Grant Number _____</p> <p>Date Received: _____</p> <p>Received By: _____</p>
---	---	--

### Application Cover Page

Type of Applicant	Competitive Priority
<input type="checkbox"/> Up to \$150,000 (Single LEA or Partnership) <input type="checkbox"/> \$150,000–\$200,000 (Partnership w/ at least 1 LEA from Table 2) <b>Total Amount Requested: \$_____</b>	<input type="checkbox"/> Partnership Application with local community organization(s), business, industry, private organization(s) <input type="checkbox"/> Partnership Application with district listed in Table 2
<b>Applicant Information</b>	
Legal Name of Applicant Agency (District):	
<b>Employer Identification Number (EIN):</b>	
Applicant Mailing Address (post office box, street, city, state, and zip code):	
Descriptive Title of Project:	
Project Manager (Individual to be contacted regarding the application).	
Name:	Phone:
Title/Position:	E-mail:
	Fax:
<p>The District identified above pledges its support for implementing the following systemic technology plan and submits this application for funding under Title II, Part D, of the Elementary and Secondary Education Act (No Child Left Behind) to establish a partnership with the South Carolina Department of Education and others in this endeavor.</p> <p>To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.</p>	
SUPERINTENDENT'S AUTHORIZATION	FINANCIAL OFFICER'S AUTHORIZATION
Print or Type Name	Print or Typed Name
Signature	Signature
Date	Date
Telephone Number	Telephone Number



## Enhancing Education Through Technology Subgrant Application

### Assurances

#### Assurances

As the duly authorized representative of \_\_\_\_\_, I certify that this applicant  
(Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will guarantee that the system/school will be accountable for the evaluation of all activities outlined in the application and that equipment, software, and other resources purchased with this grant money will remain in the school for which it is purchased.
- C. Will comply that all teachers participating within the school meet the criteria for "Highly Qualified" as designated by NCLB (One who is: fully certified and/or licensed by the state; holds at least a bachelor's degree from a 4-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.)
- D. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.  
The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2007)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2007)) if the amount of this award is \$50,000 or more.
- J. Will comply with the commitment to employ or maintain a technology coach that meets the specified job qualifications that include being a certificated teacher and having at least level four-technology proficiency.
- K. Will comply with the commitment of the applicant to use teachers assigned to the technology coach who are certificated and have achieved a level III technology proficiency on or before Sept. 1 2008.
- L. Will comply with a quality training program described to train teachers and students in the use of laptops to enhance learning.
- M. Will comply with the commitment to correlating this grant with the Teacher Technology Proficiency Proviso Plan.
- N. Will comply with the commitment to support and participate in the state student technology portfolio system and literacy assessment program that measures both technology literacy skills achievement and academic standards assessment
- O. Will comply with the requirement of the PDF file AND MS Word document for application submission of the grant proposal.

Signature of Authorized Official	Date	Signature of Authorized Financial Official	Date





**Terms and Conditions**

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
    - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
    - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
    - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
  - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.



**Terms and Conditions**

(Page 2 of 2)

**K. Audits**

- Entities expending \$500,000 or more in federal awards:  
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to sub recipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:  
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.
- M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
- O. **Agreement to Participate in State Activities.** The district(s) agree to participate in any grant related state sponsored workshops, academies, and evaluation activities which may be scheduled.
- P. **Local Technology Plan E2T2 Compliant Assurance Form.** According to Section 2413 of the No Child Left Behind Act of 2001, to be eligible to receive a sub grant from a State educational agency under E2T2 subpart, a local educational agency or eligible local entity shall submit an application containing a new or updated local long-range strategic educational technology plan to the Office of eLearning that is consistent with the objectives of the statewide educational technology plan and as described in section 2413 of the No Child Left Behind Act. Reference:

<http://www.ed.gov/legislation/ESEA02/pg35.html#sec2414>

As a part of the 2002 E2T2 program, all districts completed the E2T2 local Technology Plan worksheet. Revised local technology plans should be E2T2 compliant by addressing all questions on the previous worksheet throughout the plan. The district(s) have addressed E2T2 activities and guidelines in the current local technology plan. A URL will be provided so the current plan can be accessed via the Internet.

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Financial Official

\_\_\_\_\_  
Date



## Enhancing Education Through Technology Subgrant Application

### Instructions for GEPA Statement

### GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



### Inclusion of Private Schools

Please complete the following sections relating to invitation and consultation with private schools located within the boundaries of your district.

Name of Applicant: \_\_\_\_\_

Name of Partnering School District(s): \_\_\_\_\_

<input type="checkbox"/>	There are <u>no</u> private schools located within the boundaries of the school district(s) or within the boundaries of the proposed attendance area of the program. If you check this box, you do not need to complete the remainder of the form.
<input type="checkbox"/>	The applicant(s) contacted and invited the private schools to participate in the subgrant program, but <i>no private schools chose to participate</i> .
<input type="checkbox"/>	The applicant(s) contacted and invited the private schools to participate in the subgrant program, and <i>at least one private is participating in the project</i> .

\_\_\_\_\_ Total number of private school students in your district who are ages 5-17 that falls below the poverty line. These students will be eligible to receive services or benefits during the grant period.

\_\_\_\_\_ Total number of private school teachers who serve the above students estimated to participate in training during the grant period.

### Private Schools Within Proposed Service Area Eligible to Receive Services

1.	Name: _____	
	Method of Contact (please include copies of letters, attendance lists, and e-mails)	
	<input type="checkbox"/> Letters or facsimile documents <input type="checkbox"/> Documented telephone call(s)	<input type="checkbox"/> Meetings <input type="checkbox"/> E-mail Other: _____
	Did this school respond? Yes    No	Did this school elect to participate? Yes    No
2.	Name: _____	
	Method of Contact (please include copies of letters, attendance lists, and e-mails)	
	<input type="checkbox"/> Letters or facsimile documents <input type="checkbox"/> Documented telephone call(s)	<input type="checkbox"/> Meetings <input type="checkbox"/> E-mail Other: _____
	Did this school respond? Yes    No	Did this school elect to participate? Yes    No

\*Add rows for schools as needed.

The applicant assures that the district met with all qualifying private school officials yielding a resolution for all the requirements listed on pages 18–19 of this RFP.

On an attached page, briefly give a description of the benefits that will be received by eligible private school students and teachers as a result of this subgrant.

\_\_\_\_\_  
School District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Private School Official

\_\_\_\_\_  
Date



**Enhancing Education Through Technology  
2009–2010 Subgrant Application**

Timeline of Activities

**Sample Timeline Template**

<b>Start Date– End Date</b>	<b>Activity to Achieve Objective</b>	<b>Related Objective and Goal</b>	<b>Evidence that Proves Activity has been Completed OR Data to be Collected from Activity</b>	<b>Persons/Agency Responsible</b>



South Carolina  
Department of Education  
Together, we can.

**Enhancing Education Through Technology  
2009–2010 Subgrant Application**

Budget Form

Name of Applicant \_\_\_\_\_

**Budget Form**

<b>Object Category</b>	<b>Instructional Series (100)</b>	<b>Support Services Total (200)</b>	<b>Total</b>
<b>Personnel (Salaries) (100)</b>			
<b>Employee Benefits (200)</b>			
<b>Purchased Services (300)</b>			
<b>Supplies and Materials (400)</b>			
<b>Capital Outlay (500)</b>			
<b>Other (600)</b>			
<b>Total</b>			



## **ED TECH CIPA ASSURANCE FORM**

Below is a list of the Children's Internet Protection Act (CIPA) requirements. Districts should carefully read the requirements and sign the statement indicating compliance. If a district is in the process of complying, this should be thoroughly explained.

### **1. Technology Protection Measure**

A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

Filtering Product Used \_\_\_\_\_

### **2. Internet Safety Policy**

The Internet Safety Policy must address the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- measures designed to restrict minors' access to materials harmful to minors.

I certify that the district of \_\_\_\_\_ has complied with the requirements of the Children's Internet Protection Act.

\_\_\_\_\_  
Printed Name of Designated Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Designated Official

\_\_\_\_\_  
Date